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# TOUCHSTONES

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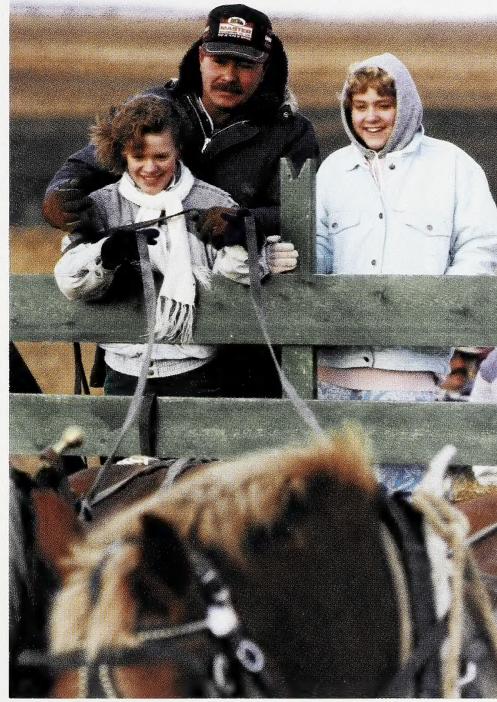
Family

Drug

Education

Course

AADAC



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## Touchstone



A touchstone was used in the past to test the purity of gold or silver. We have more accurate methods of determining the purity of metals today, but the word continues to mean a test or standard for determining the quality of a thing.

It is our hope that you will be able to find some of the "touchstones" to help you put alcohol and drug use in perspective and maintain communication and ongoing growth among the members of your family.



# TOUCH STONES

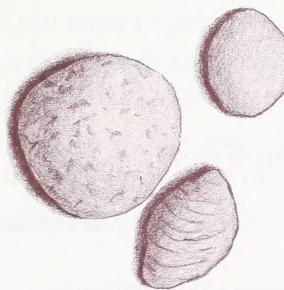
## A Family Drug Education Course

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ALBERTA ALCOHOL AND DRUG ABUSE COMMISSION  
AN AGENCY OF THE GOVERNMENT OF ALBERTA

DIVISION OF CONTINUING EDUCATION



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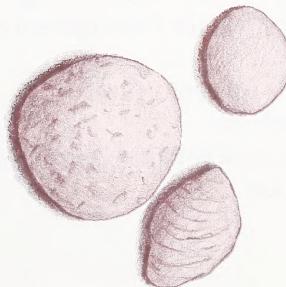
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# To Parents

*You are engaged in one of the most important activities of your life. You are a parent. Whether you are a lawyer or a cabinetmaker or a teacher or a telephone linesman or a physicist or a homemaker, your basic profession of parenthood is more important to your life and the lives of those you know than your daily work or career.*

*Parenting.* Wood, Bishop and Cohen (1978)

## *Because You Care*



# **Course Outline**

## **Session 1: Drugs and Drug Use Prevention**

- Prevention Strategies
- Use and Abuse of Drugs
- Nature of Drug Use
- Indications of Drug Abuse
- Introduction to Prevention

## **Session 2: Family Communication**

- Parenting Styles
- Identifying Feelings
- Barriers to Communication
- Speaking and Being Heard
- Listening and Feedback

## **Session 3: Adolescent Development and Self Esteem**

- Ages and Stages of Child Development
- Identifying Positive Traits
- Building Self Esteem

## **Session 4: Drug and Alcohol Information**

- Motives for Drug Use
- Statistics on Drug Use
- Information About Some Drugs
- Drug Use and the Development of Teens

## **Session 5: Independence**

- Independence
- Developing a Personal Sense of Power
- Letting Go

# Background Philosophy



This program for parents was developed with the following ideas in mind:

- Most drug use and abuse can be prevented.
- Parents are an important influence on their children.
- Involved and confident children are more likely to be turned on to the joys and experiences of life.
- Parents are doing well with the information they have.
- Change is possible regardless of the age or stage of either parents or children.
- It is more important to focus on people than on substances.

With these factors in mind, we welcome you to this course. Some specific information regarding substances will be dealt with. The majority of time, however, will be spent on:

- developing relationships
- developing a sense of personal power
- developing people





# Drugs and Drug Use Prevention



# Session 1: Drugs and Drug Use Prevention

## Objectives

- To examine what kind of drug education was received when you were in your youth
- To compare different prevention program strategies
- To define the term “drugs”
- To recognize the nature of drug use
- To compare the use of drugs to the abuse of drugs
- To identify indicators of drug abuse
- To discuss the influence of the environment on prevention of drug use



## Prevention Strategies

Four drug and alcohol abuse prevention strategies are described in the following scenarios. These are only *some* of the strategies used today.

In a town called Laws, Alberta people were experiencing many problems with drug use. Teens and adults were spending a lot of time using drugs. Little work was getting done and many people were getting hurt while under the influence of drugs or alcohol. Finally the town council got together and decided to do something about the town's growing problem. With the support of the government they wrote up and passed a number of laws that prohibited the use and/or possession of drugs or alcohol. They hired extra policemen to enforce the new laws. The town council was convinced that they made it impossible for drugs to even get into the town, let alone be used.

A group of concerned citizens living in Anywhere, Alberta had been meeting for a number of years. Their concern was the rising level of drug use among their community's citizens, especially the young people. Over the years they had noticed how more and more young people were choosing drug use over going to school or work. They knew they had to develop a prevention program that worked. After reading a lot of information, they decided that they would develop an educational prevention program. Instead of teaching children and parents about drugs and their effects, they decided to emphasize skills and personal power development.

People in Scary, Alberta had been using drugs and alcohol for many years. Things went fine for a while but then people began to depend more and more on drugs as a source of pleasure. Most of their money was being spent on drugs. They would have very little left over to spend on anything else. This bothered the businessmen in Scary. They were going to lose their businesses if they did not convince the townspeople to spend their money on something other than drugs. They decided to tell the people how damaging to the body drugs are. They also said that most people would die or suffer irreversible damage to their health if they continued in this manner of drug use. They made posters and talked to the kids at school. They were convinced that the people would change their ways once they knew they were slowly killing themselves.

In Book, Alberta the people were known to be curious. When anything new came on the market they were the first to try it. The people in this town especially liked to try and to use drugs. Anything they could get their hands on, they tried. The leaders in the area were getting worried about this behaviour. You see, many people spent all their time trying and using drugs. The leaders decided that if the people were informed about all the drugs around they would no longer be curious about them. So they set out to publish books and articles on drugs and their effects. They distributed this literature to all the households and schools. Surely, once the people knew what all the fuss was about, they would pursue interests other than drugs.

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Reading through these scenarios will emphasize to you the variety of prevention strategies that have been used in the past. Scare tactics and horror stories, legal sanctions, propaganda, education - all these have been employed at one time or another in an effort to prevent alcohol and drug abuse. Some of the strategies have been more effective than others.

Which of the scenarios depicts the most effective prevention program? Why?

Which prevention strategy was used most when you were in your teens?



## Drugs: What Are They?

Just as all of us have different ideas and expectations about this program, we all have different ways of defining concepts or terms. The way we define those terms is influenced not only by our values, attitudes, and beliefs, but also by our life experiences. Because we all differ in this respect, the need arises to speak in terms we all understand.

We all have our own impression of what drugs are. Write down your ideas by completing this sentence:

Drugs are:

---

---

---

Record the definition of drugs that will be used throughout the course.

Drugs are:

---

---

---

Sometimes written definitions are more easily understood when compared to something very familiar to us. Drugs can be compared to tools. We can and do use drugs in much the same manner as we use a tool.

# Use and Abuse of Drugs

Drugs can be used to have fun, to relieve pain, to relax or to satisfy curiosity. Most of us have experienced pain and have relieved it with something. We will use any painkiller we have available - from aspirin, to a doctor-prescribed medicine, to alcohol when there is nothing else available. Most people in society do not question using drugs in this manner. Drugs are tools we use to make changes in our situations. They have always played a major role in providing comfort, curing and controlling diseases, and extending the life span of people.

There are five ways to rank a person's involvement with drugs:

1. No use:

- People do not use drugs for many reasons: health, problems in the past, no interest, religious or moral grounds, as an example for others, fear.

2. Experimental use:

- People try it to see what it is like.
- The use may be positive or negative.
- If the experience is good, they may decide to continue or not continue, e.g., first drink, first cigarette, etc.

3. Social use:

- There is occasional use without any major problems, e.g., an occasional drink with friends.

4. Harmful involvement:

- Use produces occasional problems with family, friends, job or school, finances or the law. There is also emotional pain, e.g., being drunk at a party and feeling subsequent embarrassment, receiving Impaired Driving charge. There is a fine line between harmful involvement and dependency.

5. Dependency:

- There are regular and increasing problems with family, friends, job or school, finances or the law.
- The drug is used to make you feel normal, to handle day-to-day situations.
- It is used to block emotional pain.
- There is a loss of control over how the drug is used on all occasions.

## The Nature of Drug Use

Drug use is classified as a universal activity according to Ken Low of Action Studies Institute. The characteristics of a universal activity are:

- It is easy to do.
- It requires no skill.
- It is pleasurable to do.

What are the *eleven* universal activities?

Even though universal activities have their purpose and can produce positive results, a problem develops when a person is occupied solely by these activities. The user is not being challenged to use skills or abilities. Most importantly the user, when primarily occupied by universal activities, is not able to develop a personal sense of power, an inner ability to change problems into opportunities.



## Prevention

When we think of prevention, we need to move past the idea that we prepare children to become competent adults by giving them information and job training. Information and job training are important but there is now far too much information to learn, even in specialized fields, and the job skills of today will be out of date tomorrow. Teens need to develop the ability to gather, sort, and use information; to solve problems; to keep a perspective on change and use the support of others; to learn and adapt and achieve things; and to use leisure time in ways that are rewarding. They need the opportunity to learn by experience rather than by passive listening, and they need to be able to actually discuss and work with issues that are important to learn.

(from AADAC pamphlet: "Making the Most of You")

As parents, you will want to prevent your child from using drugs excessively. You will want your child to develop life skills so that your child will act responsibly by using his or her personal power.

Important life skills include the ability to:

- do things for themselves
- motivate themselves and be willing to try
- think things through, use information and solve problems
- find relaxation and fun in many ways
- talk to people and form relationships
- approach people and situations with confidence
- deal with issues while under pressure

(from AADAC pamphlet: "Moms & Dads & Kids & Drugs & Booze")

Your child cannot learn these skills if s/he is locked up in a cage as the rats were in the Rat Park story - if s/he is not encouraged to be involved in activities that promote healthy development. Your child's environment is important to your child's development of a personal sense of power.

In what ways do you restrict your child's environment?

How do your home and community environments challenge your child?

How can you change these environments to challenge your children more and to encourage them to develop a personal sense of power?

## Home Activities

Compare the number of hours per day that you spend doing universal activities to the number of hours your child does. Is there a difference? Do you think changes should be made? (i.e., Is your child, or are you, involved in enough activities to learn skills to approach life's problems responsibly?)

Try to think of ways you can change your home environment so that it will facilitate valuable learning activities for your child. How can you turn your house and child's community into a Rat Park? (We will deal with this further in Sessions 3 and 5.)

Develop a plan of action that you could implement in your home. You can write it in the following chart.

<i>Present environment</i>	<i>Changes needed</i>	<i>Action to be taken</i>
Our family does not eat together.	We need a family mealtime.	We will have at least one supper per week at which all family members will be present. We will make a point of telling each other what we are doing, i.e., how our work or school is going.

Read the drug information package given. This will help you in Session 4.



## Family Communication



# Session 2:

## Family Communication

### Objectives

- To describe the components of communication
- To determine the importance of identifying feelings for effective communication
- To list a vocabulary that identifies feelings
- To identify skills required to listen effectively
- To identify how voices from the past affect our communication



# Communication

Communication is thought of as one of the most important ingredients in family life. It may be compared to the cornerstone of a building: remove the stone and the building is weakened. Communication is the sending and receiving of messages. In effective communication the message received is the same as the message sent. Communication in the family should be clear, open and honest.

Communication involves both spoken and unspoken messages. As the spoken message may be very different from the unspoken message it is helpful to tune in to messages that tell a different story.

Spoken message

*"I hate those kids. I never want to see them again."*

Unspoken message

*"It's been a rough day. I feel like I don't have any real friends!"*

Spoken messages are important; however, it is even more important to understand unspoken messages.

List different examples of spoken and unspoken messages.

*Spoken messages involve*

*Unspoken messages involve*



## Listening for Feelings

Unspoken messages involve listening for and expressing feelings.

In our North American society we learn not to express our feelings as compared to other cultures throughout the world, e.g., Italian and Latin American countries. Parents are concerned that paying attention to, or encouraging children to be in touch with, their feelings will result in a son or daughter who will grow up to be a wimp, a sissy or a baby. The reverse is true. When adults are able to identify and express their feelings they do not risk the danger of repressing or “bottling up” feelings. We often see, in this category, adults who resort to using alcohol or drugs as a method of relieving stress and anxiety that may come from feeling they must be stoic, not cry, or tell anyone how they really feel.

We also find it difficult to identify how we really are feeling. What word can we use to describe a feeling we are experiencing at the moment? You may find it helpful to list a few words that describe feelings.

Parents usually have a desire to help their children “feel better.” A lost friend or pet, a poor grade in school, failure to make the team, etc., are all painful experiences. Instead of sheltering our children from these experiences we need to give them support in working through the pain and frustration they may be experiencing. We are not being helpful if we make comments such as “It’s not so bad,” “Cheer up, you’ll get over it,” or “Don’t be such a baby.”



## **Spoken Communication Involving Feelings**

When parents are tuned in to their children's feelings and respond to these feelings, they are encouraging "door openers" so the children may continue to express themselves. When parents need to express their feelings to their children they could say something like:

*"I'm feeling..."*

Other expressions that help parents to express their concerns may include:

*"I believe..."*

*"I'm worried about..."*

*"I hope..."*

The following is an activity that may help you to determine how your child feels about certain things and what your response is to those feelings.

Think of a statement your child has made or might make when she or he comes home from school, comes in from playing, or has a fight with a sibling. Indicate what your child is feeling. Then write down what your response as a parent would be to feed back to your child the feeling your child has.

*Child statement*

*Child is feeling*

*Parent response/  
feedback*

## **Listening for Meaning**

Clear communication comes from saying what we mean and meaning what we say. Don't threaten or warn what the circumstances may be without the desire to follow through.

We also find incidents in which children say things they really don't mean. The example on page 1 may be referred to. This youngster is saying he doesn't want to see his friends again; however, parents have all experienced such a situation only to turn around and find their child in the middle of the group and obviously not too distressed by whatever may have occurred at an earlier time.

The following assignment may provide you with some opportunity to identify how this works in your family. Again, think of comments and responses your child makes. Write these down and then indicate what you think your child really meant. Think of comments you as a parent have said to your child and write them down. Then write down what you actually meant to say.

*Child says*

*Child really means*

*Parent says*

*Parent really means*

## Communication Barriers

Many things can happen throughout the day or even through past experiences that interfere with our communication. These interferences are often thought of as barriers. Barriers also include spoken and unspoken messages. Make a list of as many spoken or unspoken barriers as you can think of by filling in the bricks on the Communication Barriers activity sheet.

Put an X in every brick that has an unspoken barrier message.

Put a Y in every brick that is a spoken message barrier.

What action could take place to remove these barriers?

## Voices from the Past

To further understand our communication behaviours it is helpful to identify the kind of communication patterns we experienced in the families we grew up in. Some of us experienced a “no nonsense” approach from our parents: “Do as I say and don’t ask questions!” Some came from parents who believed it really didn’t matter what you did as long as you didn’t rock the boat or create a fuss. Others lived in families where everything was talked out, everyone contributed to the conversation, and everyone was heard.

Most of us experienced family communication somewhere in the middle: sometimes the “no nonsense” approach, sometimes “easy come, easy go” and sometimes a total family involvement.

It is important to understand the “voices” we hear from the past when we encounter a situation in our own family. Children make demands, question our authority and wisdom, and seem to test our ability as a parent. Without

intending to, we often react in the same way we heard our parents respond when we were young.

The following questions will provide you with some conversation starters and offer you the opportunity to share what it was like for you as a child.

This exercise also will provide you with situations that you may face as a parent.

Assume these responses were made by *you at around age 11*. Indicate what your mother's and/or father's response would have been. Then write down what it would be like for you to similarly respond *if you were a parent of an 11-year-old today*.

1. You: "*I'm sick of practising piano lessons and I want to quit.*"

Your mother's response:

Your father's response:

Your response as a parent today:

2. You: "*I hate school. That teacher always picks on me. I'm never going back to her class again!*"

Your mother's response:

Your father's response:

Your response as a parent today:

# Negotiating and Problem Solving

The following are important to good communication:

- listening to both the spoken words and unspoken feelings
- clearly stating your own feelings and concerns
- allowing others to have and state their feelings and concerns
- creating in the home an open and healthy atmosphere that fosters love, understanding, self esteem and a personal sense of power

A three-part message may help to structure communication to account for these principles of good communication.

## Parent three-part message

*Part 1*

Describe the behaviour.

*Part 2*

Describe how you feel.

*Part 3*

Describe the effect the behaviour has on you.

*Example:*

When you come in late after our agreement

I feel "worried,"  
"concerned"  
"frustrated"  
(whatever is appropriate)

because I want to trust you and I feel I can't

This is only an example. It is important that parents use the words they are comfortable with and which seem appropriate to them. Do not confuse this with a "you message" that attacks.

## How Parent Messages and Listening Work

- I'll listen to you if you listen to me.
- Topic stays on track. If child brings in other irrelevant information, the parent message may reflect the first message given.
- It provides children with an opportunity to solve their own problem, e.g., What could they do next time in a similar situation?
- Emotions decrease rather than increase. Everyone wins!

Think of examples you would like to try that would work in your home.





# **Adolescent Development and Self Esteem**



# Session 3: Adolescent Development and Self Esteem

## Objectives

- To identify the three stages of adolescence: early, middle and late
- To determine physical and emotional changes of each stage of adolescence
- To identify positive traits of individual adolescents
- To identify methods of building self esteem
- To become familiar with the process of developing a relationship with the adolescent



## Ages and Stages of Adolescence

It has been said that adolescence covers too many years and too much growth to be properly understood as only one developmental period.

The biggest mistake we can make is to treat adolescents as though they were more or less mature than they really are.

Through these stages parents are often confused about issues such as responsibility and freedom: how much is too much? When do you let go and when do you need to provide more direction as children mature through these years?

We often expect more mature behaviour from 11- to 13-year-olds when they are still more childlike. When they are ready to grow into maturity we often prevent them from doing so. We say to them, “You’re too young to ...” or “...too old to ...”

The stages of adolescence can be viewed as a very interesting, challenging and exciting time. For the most part, adolescents are serious about making a contribution to the future, desirous of adult approval and interested in making their mark in a complex world.

To view adolescents as individuals with individual needs, it is first of all important to understand that the years between 11 and 18 usually cover three different developmental stages - early, middle and late adolescence. These stages usually fall within the following age guidelines:

*Early*

Boys 12 - 14  
Girls 11 - 13

*Middle*

14 - 16  
13 - 16

*Late*

17 - 19  
17 - 19

## Activity A

- If you have children in these stages what characteristics have you noticed in the growing areas? (If you have younger children, note their stage or age and identify characteristics in the following areas as well.)

*Physical*

*Emotional and social*

- In any way have the changes you may have noticed in your child affected the overall home environment?

*Yes*

*No*

If yes, in what way?

## Activity B

- After looking over the list of characteristics of adolescents in specific stages, would you like to change or add to the list you previously made?

*Yes*

*No*

If yes, what would you add?



## Building Self Esteem

“Each human being is born as something new, something that never existed before. He is born with what he needs to win at life. Each person in his own way can see, hear, touch, taste and think for himself. Each has his own unique potential - his capabilities and limitations. Each can be a significant, thinking, aware, and creatively productive person in his own right - a winner.”

James & Jongeward  
*Born to Win*

For children to feel they are successful winners at life it is important that parents and significant adults in their world provide encouragement. In many cases we really are not clear about the areas of special strength our children have as they become adolescents and their world broadens. Well-meaning and caring parents may wish to encourage their children’s strength in areas of endeavour that the parents themselves are either interested in or had a desire to pursue when they were young and perhaps never had the chance. By identifying the individual characteristics of positive strength in each of our children we are able to encourage them to maximize their potential and to develop their own personal power.



## Identifying Positive Traits

One concrete way of identifying positive characteristics in children is to complete a positive picture chart on each child.

For the purpose of this class it will be more appropriate to complete a chart on only one child. Additional charts may be completed at home for each child. Often it is fun to have children complete charts on themselves and then discuss them with their parents.



## Questions for Discussion

- What statements did you discover describe the most positive qualities of your child?
- What positive personality traits have you discovered about your child, i.e., is s/he interested in outdoor activities? Does s/he find individual activities more interesting than group activities?
- What activities did you check that will help your child develop his/her personal power?
- In what way could you use this activity in your home to learn more about your children?
- Do you feel the need to change your home environment to provide your children with more challenging activities?

*Yes*

*No*

If yes, what changes would your family like to make?

Many traits on the charts you completed are based on developmental stages. It is important to keep this in mind when providing encouragement to your child. Also, once again, ask yourself: are your child's interests your interests? You need to be aware of the individual interests of your children. The father who was a linebacker for the football team may find it difficult to encourage a son who is interested in being a ballet dancer or a poet.

Over the next week it will be interesting for you as a parent to involve your family in the discoveries that can be made by using the positive picture charts. It may help each one to find challenges that will provide them with a feeling of being in charge of their life.





# **Drug and Alcohol Information**



# Session 4:

## Drug and Alcohol Information

### Objectives

- To identify the importance of having some drug information
- To identify the motives for drug use
- To report the statistical evidence of drug use among Alberta's teens
- To identify the effects of drug use
- To discuss how drug use may affect the development of teens



## Drug and Alcohol Information

Parents need a certain amount of knowledge about drugs. It gives them credibility when discussing drugs with their children. As well, it allows children to have confidence in and respect for their parents.

Complete the following questionnaire by circling the answer *True* or *False*. This is not a test. You will not pass or fail. It is designed to indicate in what areas you are informed and in what areas you may want more information. During the discussion that follows, use the spaces provided to record additional information.

1. Because of the effects it produces, alcohol can be classified as a stimulant.  
*True/False*
2. Hashish and hash oil are examples of cannabis products.  
*True/False*
3. The body can burn up the amount of alcohol in a bottle of beer much faster than it can burn up the amount of alcohol contained in a cocktail.  
*True/False*
4. Valium is an example of a tranquilizer.  
*True/False*
5. Drinking black coffee is one way to sober up more quickly.  
*True/False*
6. The use of hashish may result in a feeling of well-being, talkativeness, heightened sense of humour, increased sense of imagination, an altered sense of time, rapid mood changes and enhanced impression of the sense of sight, taste, sound, smell and touch.  
*True/False*
7. The most used drugs are cocaine, LSD and heroin .  
*True/False*

8. Crack use is a rising problem in Alberta.

*True/False*

9. The active ingredient in marijuana is THC.

*True/False*

10. Only certain people can become problem drinkers or dependent on alcohol.

*True/False*

11. Amphetamines produce a response which is very similar to the body's reaction to stress or emergency.

*True/False*

12. People cannot become dependent on over-the-counter drugs.

*True/False*

13. Marijuana use leads to the use of "harder" drugs such as heroin.

*True/False*

14. Barbiturates are depressants of the central nervous system and produce an effect varying from mild drowsiness to unconsciousness, depending on the dose.

*True/False*

15. Cocaine can be classified as a depressant because its use results in a feeling of drowsiness and a decrease in alertness and concentration.

*True/False*

16. Unlike those who use alcohol, people who use marijuana can still drive after use.

*True/False*

17. Inhalants are common substances that are sniffed to achieve an effect somewhat like the intoxication produced by alcohol.

*True/False*

18. Studies indicate that many youth today use opiate narcotics such as morphine and heroin.

*True/False*

19. Because of substances contained in tobacco smoke, longterm smokers may develop a reduced ability to exercise and/or may experience breathing and blood-flow problems.

*True/False*

20. Inhalants are most commonly used by adults.

*True/False*

After reviewing the quiz and some added information you will notice that there are many different drugs which produce many different effects. Some of the drugs do produce similar effects and can be classified under one major heading. Fill out the following chart by listing different names of drugs that can be classified under the specific headings.

*Depressants*

*Stimulants*

*Hallucinogens*

*Cannabis*

The overall focus of this program is drug abuse prevention. The basis for this is the concern about drug use among teens and the effect it has on their development.

List developmental concerns in the following areas that you think would be affected by drug use:

*Physical*

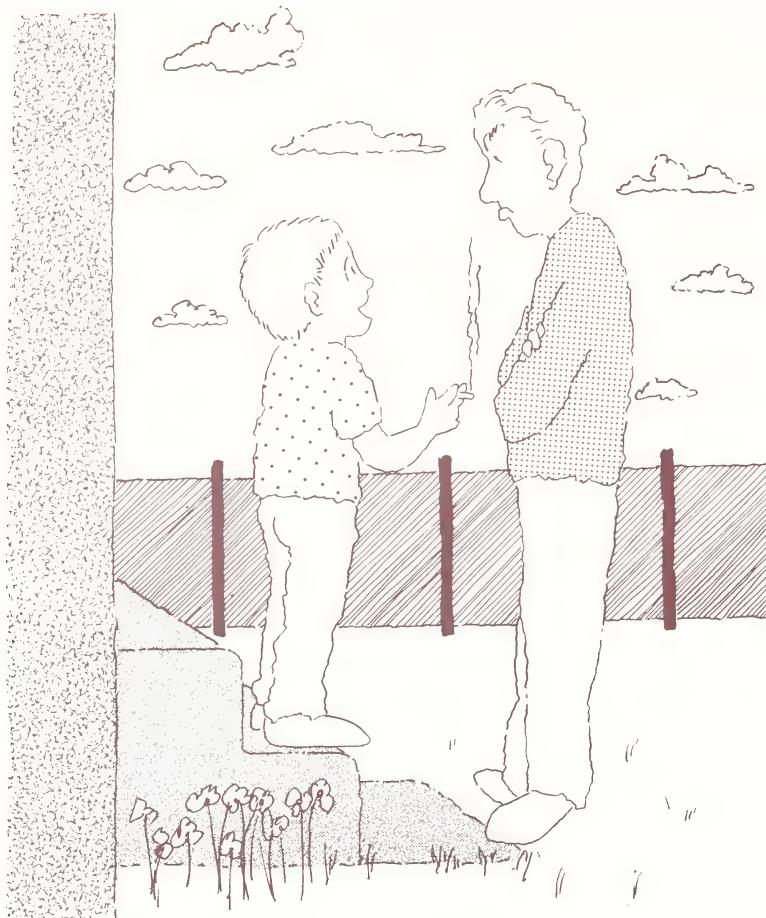
*Social, emotional, etc.*

## **Home Activities**

Sit down with your children some time in the coming week and discuss the information on drugs and alcohol that was covered during this session. You could do this by asking them the questions in the quiz or encouraging them to read the pamphlets on specific drugs. This exercise will help indicate to your children that you are knowledgeable about drugs, and that you are willing to talk openly about drugs and any issues relating to them.



## Session 4, Appendix A



*"Dad! It's not like when you were a kid! The smoke in these cigarettes is pulled through tiny, scientific mentholated air pores, where thirty-five thousand filters trap the nicotine and tars and protect the throat from harmful irritation."*

**Independence**





# Session 5: Independence

## Objectives

- To identify the importance of independence for children
- To clarify meaningful tasks that foster independence
- To identify challenging activities and their relationship to developing a personal sense of power
- To list a number of prevention or intervention resources in your community



### *Whose Point of View*

A matter of perception: Do you see the vase or two faces ?

## A Quest for Independence

The desire teenagers have for independence is not unique to our present day society. History documents these concerns over the ages; however, in present day society the opportunities for involvement in meaningful activities that lead to independence are more difficult for our youth to search out.

In earlier times, young people married and were responsible for families at a very young age. Today, young women and men are encouraged to continue with studies that delay their marrying and entering the labour market. We often find young people remaining in the family home after graduation due to the economic situation that presently exists in Alberta.

How do we as parents encourage these young people to become independent and how do young people achieve this goal under present circumstances?



## Adolescent True or False Questions

In order to understand dilemmas that teens encounter in their quest for independence, it will be helpful to examine society's and your own view of teens and adolescence. The questions below examine some of the issues involved.

Circle *True* or *False*.

1. Society likes adolescents.

*True/False*

2. Youth are obsessed with their peer groups.

*True/False*

3. If parents give teens affection and love, teens' sense of worth will flourish.

*True/False*

4. There is an automatic generation gap.

*True/False*

5. Adolescence is inherently an age of turmoil.

*True/False*

6. The best place for youth is in school.

*True/False*

## Prevention

As noted in Session 3, one concrete way to identify positive characteristics in children is to complete a positive picture chart for each child. Many of the characteristics listed are developed through involvement in meaningful activities. Parents can provide opportunities for their children to be involved in these activities. Young people need alternate choices to drug use, to have fun and develop their personal sense of power. It is important to remember that parents can only provide the opportunities for their children and encourage involvement. Ultimately it will be up to the children to make the choice themselves.

In order to provide opportunities, parents need to be aware of some of the possible choices of activities they can make available to their children. Each of these activities can help children develop their personal power in a specific way or a number of ways. Are the activities identified of interest to you or to your adolescent?

To come up with a list of activities, complete the following chart:

*Developing a  
personal sense of  
power through ...*

*Possible choices  
of challenging  
activities*

- Stimulation of the senses

- seeing
- hearing
- smelling
- touching

- Acceptance, social skills

- Creativity
- Excitement, adventure
- Escaping boredom
- Acquiring knowledge
- Developing skills

## Prevention or Intervention Resources

Sometimes parents have tried everything they can to provide a good life for their children, but they still find they have problems. Maybe one of their children becomes harmfully involved with drugs. What do they do?

If you, as a parent, are in that situation and feel you have exhausted all your personal resources, it will be valuable to know people and agencies you can reach out to for assistance. Develop a list for yourself that you can refer to if necessary.

*Resource List:*

Community resources

Personal resources

## **“Treat Friends, Kids the Same”**

*by Erma Bombeck*

On TV the other day, a leading child psychologist said parents should treat their children as they would treat their best friend ...with courtesy, dignity and diplomacy.

“I have never treated my children any other way,” I told myself. But later that night, I thought about it. Did I really talk to my best friends like I talked to my children? Just suppose our good friends, Fred and Eleanor, came to dinner one night and...

“Well, it’s about time you two got here! What have you been doing? Dawdling? Leave those shoes outside, Fred. They’ve mud on them. And shut the door. Were you born in a barn?

“So, Eleanor, how have you been? I’ve been meaning to have you over for such a long time. Fred! Take it easy with the chip dip or you’ll ruin your dinner. I didn’t work over a hot stove all day long to have you nibble like some bird.

“Heard from any of the gang lately? Got a card from the Martins. Yes, they’re in Lauderdale again. They go every year to the same spot. What’s the matter with you, Fred? You’re fidgeting. Of course, you have to go. It’s down the hall, first door on the left. And I don’t want to see a towel in the middle of the floor when you’re finished.

“Did you wash your face before you came, Eleanor? I see a dark spot around your mouth. I guess it’s a shadow. So, how’re your children? If you ask me, I think summer school is great for them. Is everybody hungry? Then why don’t we go into dinner. You all wash up and I’ll take up the food. Don’t tell me your hands are clean, Eleanor. I saw you playing with the dog.

“Fred, you sit over there and Eleanor you can sit with the half glass of milk. You know you’re all elbows when it comes to milk. There now, your host will say grace.

“Fred, I don’t see any cauliflower on your plate. Have you ever tried it? Well, try a spoonful. If you don’t like it, I won’t make you finish it, but if you don’t try it, you can just forget about dessert. And sit up straight or your spine will grow that way. Now, what were we talking about? Oh yes, the Gerbers. They sold their house. I mean they took a beating but...Eleanor, don’t talk with food in your mouth. I can’t understand a word you’re saying. And use your napkin.”

At that moment in my fantasy, my son walked into the room.  
“How nice of you to come,” I said pleasantly.

“Now what did I do?” he sighed.



## Your Children Are Not Your Children

Your children are not your children.  
They are the sons and daughters of Life's longing for itself.  
They come through you but not from you,  
And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,  
For they have their own thoughts.  
You may house their bodies but not their souls,  
For their souls dwell in the house of tomorrow,  
    which you cannot visit, not even in your dreams.  
You may strive to be like them, but seek not to make them  
    like you.  
For life goes not backward nor tarries with yesterday.

You are the bows from which your children as living  
    arrows are sent forth.  
The archer sees the mark upon the path of the infinite, and  
    He bends you with His might that His arrows may go  
    swift and far.  
Let your bending in the archer's hand be for gladness;  
For even as He loves the arrow that flies, so He loves also  
    the bow that is stable.

Kahlil Gibran  
*The Prophet*



# Reading List



## Books

Faber, Adele, and Mazlish, Elaine. *How to Talk So Kids Will Listen and Listen So Kids Will Talk*. New York: Rawson Wade Publishers, Inc., 1980.

Gordon, Thomas. *Parent Effectiveness Training*. New York: P.H. Wyden, 1970.

James, Muriel, and Jongeward, Dorothy. *Born to Win: Transactional Analysis with Gestalt Experiments*. Don Mills, Ontario: Addison-Wesley Publishing Company, 1971.

## Pamphlets (available at an AADAC office)

### Facts and Effects Series:

- Alcohol
- Amphetamines
- Barbiturates
- Caffeine
- Cannabis
- Cocaine
- Inhalants
- Opiates/Narcotics
- Tobacco
- Tranquilizers/Sedatives

### Media Campaign Pamphlets:

- Developing Independence
- Making the Most of You
- Peer Influence
- Role Modelling
- Social Competence

Professional Series:

Alcohol, Tobacco and Caffeine  
Amphetamines, Barbiturates and  
Tranquilizers  
Cannabis, Opiates, Narcotics,  
Inhalants and LSD

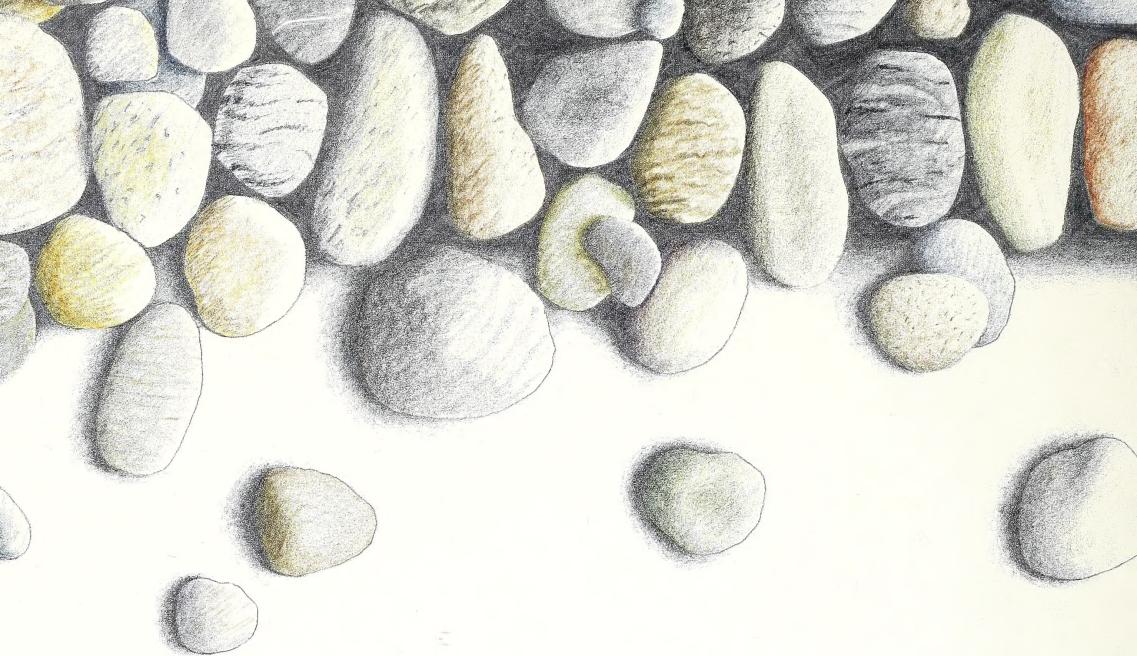
Other Pamphlets:

Moms & Dads & Kids & Drugs  
& Booze  
Parents and Teens Talking  
Stay Real: Straight Talk About  
Marijuana and Hashish  
Straight Facts About Drugs and  
Drug Abuse









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